The Perkins Act of 2006 E-Grants Local Application Teleconference April 27th, 2007 1:00 – 3:00 p.m.

Topics that will be addressed: 1. Uses of the Funds 2. Accountability 3. Programs of Study/Big Sky Pathways 4. E-Grant Software Overview OPP Montana Office of Public Instruction, Linda McCulloch, Superintendent www.opi.mt.gov

Purposes of the Act

- Develop challenging academic and technical standards and related challenging, integrated instruction
- A focus on high skill, high wage, high demand occupations
- Improve and Expand Career and Technical Education Programs

Uses of Funds - Required

R1 Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

- The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
- Career and technical education subjects;

Uses of Funds - Required

- R2 Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
- R3 Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

- R4 Develop, improve, or expand the use of technology in career and technical education, which may include—
- training of CTE teachers, faculty, and administrators to use technology, which may include distance learning;
- providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
- encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

Uses of Funds - Required

R5 Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

Continued-

- In-service and Pre-service training on—
 - effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - effective teaching skills based on research that includes promising practices;
 - effective practices to improve parental and community involvement; and
 - effective use of scientifically based research and data to improve instruction;

Uses of Funds - Required

Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

- Internship programs that provide relevant business experience; and
- Programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

Uses of Funds - Required

- R6 Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- R7 Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

- R8 Provide services and activities that are of sufficient size, scope, and quality to be effective; and
- R9 Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Uses of Funds - Local Permissive

P1 To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

- P2 To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
- Improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
- Provides assistance for postsecondary students,
- Including for adult students who are changing careers or
- Updating skills;

- P3 For local education and business (including small business) partnerships, including for—
- Work-related experiences for students, such as internships, cooperative education, schoolbased enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
- Adjunct faculty arrangements for qualified industry professionals; and
- Industry experience for teachers and faculty;
- P4 To provide programs for special populations;

- P5 To assist career and technical student organizations;
- P6 For mentoring and support services;
- P7 For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

- P8 For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- P9 To provide activities to support entrepreneurship education and training;

P10-

For improving or developing new CTE courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

- P11 To develop and support small, personalized career-themed learning communities;
- P12 To provide support for Family and Consumer Sciences programs;
- P13 To provide CTE programs for adults and school dropouts to complete secondary school education, or upgrade the technical skills of the adults and school dropouts;

- P14 To provide assistance to individuals who have participated in services and activities under this Act I in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
- P15 To support training and activities (such as mentoring and outreach) in non-traditional fields;
- P16 To provide support for training programs in automotive technologies;

- P17 To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
- Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors;
- Implementing career and technical programs of study described in section 122(c)(1)(A); or
- Implementing technical assessments; and
- **P18** To support other CTE activities that are consistent with the purpose of this Act.

Accountability – Secondary Indicators

- Academic Achievement Reading/Language Arts and Math*
- Technical Skill Attainment Assessments Required -Industry Standards when Possible
- School Completion
- Graduation Rate*
- Placement in Postsecondary Education, Military, or Employment
- Participation and Completion of Non-traditional Programs
- ★ NCLB data will be used for these indicators

Accountability Negotiations

- The OPI will negotiate performance level targets with USDOE
- Locals will either accept state targets or negotiate different targets with the OPI.
- Must show continuous improvement

Accountability

- Improvement plans will be required
 - If a school district fails to meet at least 90% of a performance level on any indicator
- Funds can be withheld if a local recipient:
 - Fails to implement an improvement plan
 - Fails to make any improvement within a year after implementing plan
 - Fails to meet 90% of an indicator 3 years in a row
- The OPI will provide technical assistance to districts who do not meet negotiated target levels

Programs of Study

- Program of Study-
 - The sequential, non-duplicative coursework necessary for seamless transition from secondary to post-secondary studies for a select set of occupations.
- In Montana, we are calling our Programs of Study "Big Sky Pathways"

Programs of Study

- Include academic & CTE content in a coordinated, non-duplicative progression of courses
- May include the opportunity for secondary students to acquire postsecondary credits
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;
- Identify and address current or emerging occupational opportunities;

Programs of Study

- Each local recipient must offer the required courses of at least one Program of Study (and can offer more)
- Keep in mind job market (high skill, high wage or high demand)

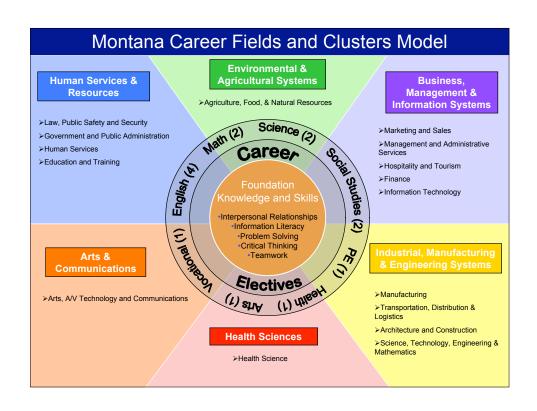
For more information, refer to:

www.careerclusters.org

or call your OPI Perkins Specialist.

OPI Leadership

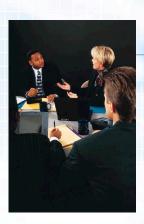
- OPI will be developing an informational guide with an overview of Career Fields, Career Clusters and Big Sky Pathways
- Professional Development opportunities available
- As developed, Big Sky Pathways will be on the OPI Website
- Working in conjunction with professional teacher organizations (MACTE) to involve the field



Montana Career Fields and Clusters Model

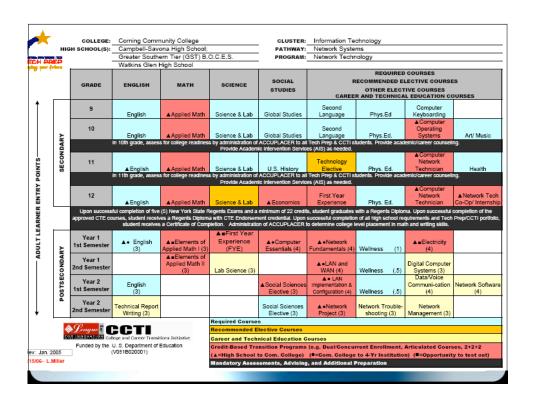
- <u>Career Fields</u>- means the overall description of the six areas of employment opportunities.
- <u>Career Clusters</u>- the occupations that fall under the heading of a career field.
- Big Sky Pathways- sequential coursework

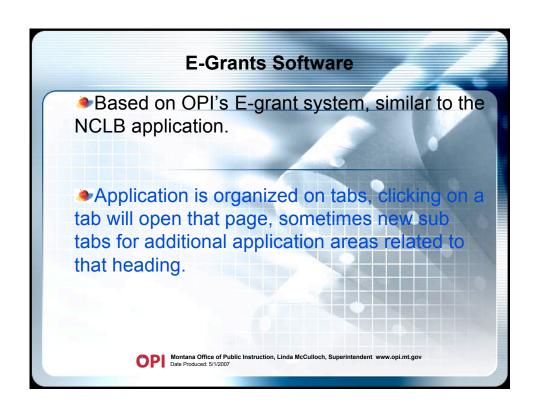
CTE Advisory Councils



CTE Advisory Councils
 Every CTE program must have an Advisory Council made up of local business
 & industry representatives.

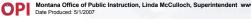
Smaller schools may choose to have one council for all CTE programs.





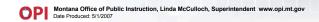
E-Grants Software

- Username and password access only.
- Superintendents may delegate pages to others to complete.
- When working through the application, work through the tabs from left to right, top to bottom.



E-Grants Software

- The system has checks and balances built in will detect if sections or tabs are omitted or not completed.
- When working on the application, do NOT forget click on the "Save" button at the bottom of each page when done.



Do NOT use the "Back" button in your browser. This could mean loss of the work you have

done. Changing between pages is best done by clicking on the tabs.



E-Grants Software

The actual final release date of the application, as well as the due date are still not definite. We will let schools know as soon as we know. Please be patient and understanding.

Montana Office of Public Instruction, Linda McCulloch, Superintendent www.opi.mt.gov Date Produced: S/1/2007

Budget Pages of E-Grant Software

- Very important to provide as much detail as possible on budget pages, to minimize follow-up questions.
- If you have questions about budget expenditures, call your OPI specialist prior to submitting your application.

E-Grants Software

- Let's take a quick overview of the E-Grant software now.
- Feel free to ask questions as we go through some of the screens you will see in the application.

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